

CHAPTER I

INTRODUCTION

This chapter presents the general on the background of this study. The chapter includes the background of the study, statement of the problem, hypothesis, purpose of the study, significance of the study, scope and limitation and definition of key terms.

1.1 Background of the Study

The use of information technology is now increasing. The result of survey from Indonesia Internet Service Provider Association (APJII) tells us that the number of internet networks user in Indonesia reach 143, 26 million as December 2017. Meanwhile, the population of Indonesia is 262 million in 2017. It means, the ratio of internet network users reach 54, 68% of the total population Indonesia. According to Mahto (2017), Social media are “used for creating and sharing information digitally all over the world”. Thus, mostly people using internet for social media.

One of the information technologies is YouTube. In this research, YouTube is one of instance from media site that used for creating and sharing information. It is supported by Abdillah (2017), who say that YouTube is part of a participatory media site. In contemporary online environment, YouTube is a very well-known media and many people talk about it. Besides, YouTube is also a platform, which is undoubtedly popular, because users make this video involve many people. Therefore, YouTube is one of media to get information and can show their creation video by every people.

Nowadays, video blogging is very phenomenal in Indonesia. Video blogging is a part of YouTube. The utilization social media in education especially watching video is

like tutorial reaching 49, 67%. Normally, watching video is like tutorial using video blogging application in YouTube. It means, video blogging is very familiar in education. According to Rakhmanina & Kusumaningrum (2017), video blogging “offers a richer web experience than typical text blogging because it combines movies, sound, still images, and text, increasing the information—and potentially emotions—shared with users”. In this case, using video blogging in education can be explored student ability especially to promote speaking skill and creativity of students.

Using video blogging in teaching speaking gives fresh learning in the classroom. In this study, video blogging is used as teaching media by teacher. Besides, promoting speaking skills use video blogging in English for Foreign Language (EFL) classroom gives new-fangled learning for students, and it can improve student’s activeness. Speaking skill is one of important aspect to have good speaking proficiency. According to Anggraeni & Wulanjani (2017), speaking needs to interaction in the English speaking area. Therefore by speaking, teacher can improve student’s ability in English.

The phenomenon of video blogging in education offers easiness to develop students' speaking skills. Because of YouTube is widely used in society, teacher will be easier to transfer the material. Developing of student ability in speaking through video blogging will carry good impact to their ability. So that, student can be enthusiastic in learning speaking proficiency.

In previous study, YouTube were used as media by several researchers in their study. Rakhmanina & Kusumaningrum (2017), the subject of the study were in Faculty of Law University Prof. Dr. Hazairin, SH, Bengkulu. The population used to all of the

second semester in 2016/2017 academic year. Their study used to experimental method, which is two classes consisted of 25 students for applying cluster random sampling. Experimental group used video blogging strategy to learn speaking skill. Besides, control group used to expository strategy in their learning. The instrument of speaking motivation and speaking test was questionnaire. The reliability of instruments used to Cronbach Alpha formula. Speaking motivation questionnaire found 44 items valid from two formulas. Furthermore, based on normality testing and homogeneity testing, the data were normal distribution and homogeneous. The analysis of speaking test scores of students were students have high and low reading motivation in the experimental and control group. The researcher used to Multifactor Analysis of Variance (ANOVA) for analysis data. The result of data analysis was expository strategy was not effective than video blogging strategy in teaching speaking. Then, the students who have low learning motivation have lower results than students with high learning motivation do. Furthermore, video blogging gave the effective teaching and learning speaking for high motivation students. The last, expository strategy gave the effective teaching and learning speaking for low motivation.

Another study was done by (Sari, 2017). The study was conducted in LB-LIA Jambi of Intermediate I level of students. The participants contain of 20 students. The techniques of collecting data are classroom observation, questionnaires and interview of classroom teacher. Students' participations and responses in speaking activities were used to observation. It was held as three times after two video blogging tasks. Getting response in the form of written data used to open-ended questionnaires. To get information of students' motivation and confidence to speak English, the researcher

used to interview with the teacher. The results of study are students became more motivated and confident to speak English in class and the use of vlog in YouTube Channel can improve the motivation and confidence of students.

The previous study conducted by (Riswandi, 2016). The study was done in seventh-grade students of one junior high school in Surakarta. The study used to classroom action research. Collecting data was used to assessment and interview. The instrument of study was observation checklist, field notes, performance tests, questionnaire and interview. Observation checklist was used to obtain students' activity in teaching speaking and focused on the pre-task based phased, the task cycle, and language focus phase. The second one is field note, it was for identifying some aspects reflected in teaching and learning process. The results of study revealed that the implementation of YouTube based videos in teaching speaking could improve the students' speaking skills and motivation. The students' was actively and have high motivation in learning activities can involve speaking skill.

Different from the above studies, this research is conducted in eighth grade in Junior High Hchool Sambogunung Dukun, Gresik. The study is experimental design in form of quasi-experimental. The specific form is nonrandomized design. In this case, the study used to pretest and posttest in two classes, which form of group, based on the class of school. Because of used to quasi-experimental, the pretest will be conducted test that used teacher in classroom. Then, the manipulation will be conducted in treatment class of posttest. For the control group will be conducted test like before. This study wants to know the different between pretest and posttest. Formerly, researcher will know the effect of manipulation vlog.

The researcher conducts the study in using video blogging to promote speaking skills at VIII Grade students of Junior High School Sambogunung. Junior High School Sambogunung is a private school located in KH. Ahmad Dahlan RT 6B RW 2 Sambogunung Dukun, Gresik. The language of students' Junior High School Sambogunung usually uses Javanese and Indonesian in communication. Besides, teacher uses to individual task, discussion and presentation at learning of English language in classroom. In this side, the researcher wants to acquaint video blogging as media learning in classroom. The student can increase their ability of speaking through video blogging.

In term of research, the researcher gives a treatment to students and knows the effect from the study. Moreover, the students will show any kinds of reaction from this study. In view of the stated reasons above, the researcher is interested in conducting a study in order to investigate the use of video blogging to promote speaking skills. The researcher also wants to know the significant usability of video blogging as media in speaking skill.

1.2 Research Problem

Based on the study background that has explained above, the research problem can describe: "How significant does video blogging promote the student speaking skills?"

1.3 Hypothesis

Based on research problem, the hypothesis is indicated as follows:

H0: The use of video blogging does not promote better speaking skill

HA: The use of video blogging promotes better speaking skill

1.4 Purpose of the Study

In relation to the research problem, this study purpose to know:

1.4.1 The influence video blogging to promote the speaking skill

1.4.2 The significant of video blogging to promote the speaking skill

1.5 Significance of the Study

The result of this research has both theoretical and practical significance. Theoretically, this study expects to help teacher and student in exploring materials. Using video blogging gives new method for teacher in teaching material especially in speaking skill. In other hands, applying video blogging in this subject gives motivation, developing oral skill and feels comfortable for students to speak English.

Then, practically, this study is expected to improve speaking skill and bring new knowledge for students. Besides, students can implement the material of English in daily activity. For teacher is also more creatively in teaching and learn about digital era. Therefore, teacher can choose what media is good for the learning. Hence, this study gives both of the institutions to be better in advance education. The last, researcher will be more familiar with this study especially in teaching students in classroom. As well as, how to conduct research and to be awarded undergraduate degree in University of Muhammadiyah Malang.

1.6 Scope and Limitation

The present study includes the use of vlog to promote speaking skill, which is conducted in the level of Junior High School. This study will be carried out in Junior High School Sambogunung.

The scope of this study is focused on significant speaking skill through vlog at eight grade of Junior High School, while the limitation is the implementation at eight-grade Junior High School.

1.7 Definition of The Key Terms

This study explains four terms to clarify the research. In order to avoid misunderstanding the study, the following terms must be defined:

1.7.1 Vlog

According to Anggraeni & Wulanjani (2017), Video blog or vlog is “a web blog that uses video rather than text or audio as its primary media source”. It means that video is the emphasis in making a vlog.

1.7.2 Speaking Skill

According to Boonkit (2010), Speaking is “one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue”. Speaking skill is one of ability to speak and use a language. If non-native speaker speak English will get difficulty in speaking. Mother tongue is very important to say any language. In this research, the relationship between mother tongue and speaker to say English is essential one in speaking skill.

1.7.3 Significant

Significant refers to the result of analysis. It is significant if the result is greater than suggested limit on two tables. The first table explains statistic descriptive as means, standard deviations, correlations and percentages. Then, the second table explains data that related with inferential statistics and test of significance. According to Ary et al (2010), the statistic was significant “has term of the calculated statistic, give the degrees of freedom, and give the probability level.”

1.7.4 Promote

According to Miller (2017), promote is the further the progress of something and to support or actively encourage it. It means, promote bring the better progress or development of something.

